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ABSTRACT

This teaching guide is designed to develop thinking skills of intermediate elementary school children by using the concept of a shopping center. Thinking skills defined in the guide are observing, recalling, noticing differences and similarities, ordering, grouping, concept labeling, classifying, concept testing, inferring causes and effects, inferring feelings, concluding, generalizing, questioning, anticipating, and making choices. The guide lists twelve objectives and each objective contains one or more student activities which are associated with at least one of the thinking skills. In addition, each activity is associated with one or more of the traditional academic subjects. For example, one activity is to have students tape record sounds of a shopping center and then identify and group them according to similarities and differences. (The thinking skills associated with this activity are identifying similarities and differences, and the academic subject involved is language arts.) The guide also gives pre- and post-assessment procedures and a bibliography of resources. (BB)

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THE SHOPPING CENTER

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INTERMEDIATE

SOUTH-WESTERN CITY SCHOOLS
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INTRODUCTION:

It is not the intention of the committee that every child will participate in every activity suggested or that every teacher will utilize the activities just as stated. Instead, the suggested activities are presented with the hope that they may stimulate you, the teacher, to develop many interesting and productive experiences with the children in the development and implementation of this unit.

As you proceed through the unit, the committee requests that you add those activities which are appropriate for your students and eliminate those which are not. The committee is interested in learning how adaptable you find the unit and requests that you make comments -- note successful experiences you have in teaching the unit as well as comments relating to areas you find unsatisfactory. The only way the committee can evaluate the unit is by your implementing it and helping them to identify strengths and weaknesses within it.

Thinking skills inherent in the suggested activities have been identified. A brief definition and rationale for each skill is included in the unit.

Please add activities, resources and anything you feel will enrich or will make the unit more relevant to our students.

ASSESSMENT PROCEDURES

Please give the results of these assessments to your career representative. Mr. Don Miller needs this information for evaluation of the Career Project.

Pre-Assessment:

1. A class discussion: "What do you know about shopping centers?" to identify for the teacher and children their present knowledge and understanding of shopping centers. (Should be done with small groups to allow for more individual participation). The discussion must be charted and taped and shared with all the children. The record of the discussion should be retained and used as a basis for comparison with an identical discussion done at the end of the unit. This tape and recorded information is required by Don Miller, Career Education Project Director.

2. A class discussion centered around, "What would be important for us to find out about the shopping center?" should follow the above discussion. It would most profitably be done in the same small groups as above. These responses can become a portion of the children's goals for the unit. The discussion should be charted and taped and used as a partial guide to unit development and as a basis for post-assessment.

Post-Assessment:

1. A class discussion" "What do you know about shopping centers?" done with the same small groups as done at the beginning of the unit as a pre-assessment technique. Chart and tape this discussion and compare it to the original discussion noting changes in concepts or ideas and new information not stated in the original discussion.

2. Refer back to the questions posed at the beginning of the unit and determine the extent to which the children can now answer them.

FUNDAMENTAL COGNITIVE SKILLS AND RATIONALE FOR EACH

OBSERVING - The ability to notice one or more attributes of objects, pictures, stories, etc.

Practicing observing helps children become more aware of the multifaced world in which they live. It fosters the desire and ability to probe beyond the obvious, to differentiate more precisely, to use all their senses and to bring previous experience to bear on new observations. Each child has the opportunity to experience success each time he notices something else and verbalizes his perceptions. The perceptions of others can enrich his own store of information.

By conducting such practices using different materials, teachers can identify how and what individual children observe. Follow-up lessons can then be designed to develop and extend this ability.

RECALLING - The ability to recall specific data from something observed previously.

Recalling requires children to recollect observations they have made in the past. This is a more difficult task than observing something in the present and requires more mental processing than people generally tend to think. Practicing recall encourages children to store their perceptions and bring certain ones back to mind when they are needed. Recalling on focus requires the rejection of irrelevant stored perceptions and the selection and verbalization of those which are relevant to a given focus.

NOTICING DIFFERENCES - The ability to identify one or more differences in attributes of two or more objects, pictures, events, etc..

This skill requires children to isolate characteristics which distinguish two or more things from one another. The ability to determine distinguishing characteristics, even among similar things, is essential to keeping the bases for organization specific and for recognizing the uniqueness of all things.

NOTICING SIMILARITIES - The ability to identify one or more similar attributes of two or more objects, pictures, events, etc.

This skill builds on observations or recollections of the characteristics of single items by asking children to focus on characteristics which are <u>common</u> to two or more items. Commonality is a major basis for organizing different things and is particularly important as the basis for concept formation.

ORDERING - The ability to order objects or events according to given attributes or criteria, e.g. "Which of these is the biggest?" "Which is smallest?" "Which are middle-sized?" etc.

Ordering items requires noticing <u>degrees</u> of difference in certain characteristics of two or more items. It requires not only the discrimination of the characteristic, but the determination of the extent of its presence in comparison with one another. Ordering is another basis for organizing data.

GROUPING - The ability to put together several objects, pictures, etc. based on one or more common attributes or other relationships.

Activities using this skill involve children in seeking any relationship among items: functional, locational, descriptive, etc.. The basis for grouping reflects the individual's own concept of relationship among the items. By working in groups on this task, children are able to profit from the different ways different people relate the same data.

CONCEPT LABELING - The ability to give a name or label to an item or a relationship among a group of items

Labeling is an economical way of thinking of one or more things. By seeking a variety of labels, the teacher fosters the idea that many labels are synonyms, or different symbols for the same idea. This skill is an important one in conceptualization and language development. It permits greater flexibility in promoting the ability to deal with an idea through a symbol rather than with the specific(s) to which it refers.

CLASSIFYING - The ability to include items under a label or with others called by the same name.

Many of the earlier skills, e.g. similarities, differences, and grouping are, technically, classifying skills, but at this level we refer to subsuming items under a label or putting an item with others called by a certain name. Decision-making based on knowledge is required in that the child must decide whether or not a given item belongs with others under a certain general term. To do this, he needs to know what idea the label represents and the critical attributes of anything that would appropriately belong under it or with others called by that name.

CONCEPT TESTING - The ability to differentiate between critical and optional attributes, e.g. "If this cup didn't have a handle, would it still be a cup?"

This task helps children refine their concepts by helping them distinguish critical from optional attributes. By having to accept or reject an item as a member of a class on the basis of changed attributes, he must first, clarify his concept to himself and then, make and defend his decision on the basis of his understanding. The process thus promotes sharpening of definitions, as well as clarification and extension of concepts.

INFERRING CAUSES - The ability to make inferences about how one or more things caused something else.

While people tend to accept the idea that it is natural for children to ask "why?" and "what happens because?", our response, too frequently is to imply that there is one "right" answer and that only adults have them. By asking children to probe for what they think are some causes or effects of phenomena they observe, we imply instead that there are many possible ideas that they can search for and find for themselves and from one another. By asking them to support their inferences, we are, in effect, asking them to "think out loud" and verbalize what led them to their idea. This practice not only encourages children to take responsibility for their comments but, also, helps other children by providing different models for arriving at ideas and by clarifying points so that others can build on them.

INFERRING EFFECTS - The ability to make inferences about the variety of effects of one thing on other things.

Several other important ideas develop through the practice of these inferences. One is the concept of multiple causality, the idea that, generally, few phenomena occur randomly or as a result of a single cause, but rather, as a consequence of many factors acting in concert or in sequence. Another is the concept of multiple consequence, that, generally, phenomena have more than one single effect. A third major idea is that one can "know" or make "educated guesses", on the basis of clues and past experience. Since one cannot and need not witness everything first hand in order to arrive at warranted explanations, knowledge of this power can be most important to the child as he encounters and tries to explain the phenomena in his world.

INFERRING FEELINGS - The ability to make inferences about how people feel in particular situations.

This task is really a special case of inferring causes and effects in which the focus is on human interaction situations where feelings play an important part. Inferring feelings in different situations can promote empathy with others and some clues toward understanding and ultimately finding solutions to human relations problems.

CONCLUDING - The ability to draw conclusions about items or situations based on observations and inferences.

In having children draw and support conclusions, we are asking them for their interpretation of a given situation after a discussion in which many ideas were expressed. Concluding requires more than summarizing in that it asks for both synthesis and decision-making. Children need to decide which ideas are important and how to pull these ideas together into a statement which expresses what they think about the situation. Conclusions, therefore, are individual, though many may come to the same conclusion.

GENERALIZING - The ability to extend conclusions about known situations to others like it.

Generalizing, along with the processes which precede it, is essential to the whole idea of transfer. Because we cannot and need not examine first-hand every situation we will encounter, generalizing is an economical tool for thinking about new situations in terms of our conclusions about those with which we have had experience. Because generalizations have not been tested in all situations to which they have been extended, children need to learn to keep them tentative and qualified and to remain open to revision where exceptions are encountered.

QUESTIONING - The ability to ask pertinent questions about a new situation based on knowledge of similar situations.

In this task, children use what they have learned about situations they have experienced first-hand as a basis for formulating questions about similar, new situations. Questioning is important not only because it reveals the degree of children's awareness of the attributes of something, causes, effects, etc. Also, questioning at this level begins a recycling of the inquiry process at increasingly higher level of understanding and skill.

ANTICIPATING - The ability to predict possible consequences of a new or changed situation based on knowledge of similar situations.

In predicting possible consequences of a new or changed situation, children are basing their predictions on what they have decided that should be able to expect from such situations. By explaining their predictions, they verbalize the ideas they are applying, and by supplying necessary conditions, they indicate what else they assume is so when they make their predictions. This process provides the opportunity to assess and rethink understandings in the light of new or changed situations. It fosters refinement of knowledge and he ps counteract the tendency to hang on to conclusions and generalizations hastily drawn.

MAKING CHOICES - The ability to make choices based on given criteria, for example, "Which of the following would be the best item of clothing to wear if you wanted to keep warm?"

Making choices requires evaluation by deciding the worth or value of given items or situations in terms of certain criteria or sets of conditions. The process requires knowledge of the requirements imposed by the criteria or the conditions, the ability to apply these to the items or situations in question, and the ability to verbalize one's choice and defence.

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GOAL: Develop and build children's thinking skills by using the concept of a shopping center.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	REFERENCE TO SUBJECT RELATED ACADEMIC OUTCOMES	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
I. Given past experience in shopping centers, the pupils will demonstrate their understanding of a shopping center.	a. Discussion (for assessment) "What are some specific things you noticed at the shopping center?" Teacher list on board.	a. Recalling.	a. Language Arts Social Studies		
II. The students will develop a survey instrument to determine the frequency of activities in a, b, c, d and e.	a. Who has been to shopping centers? (Westland, High Meadows, Central Point, Kingsdale, etc.)	a. Recalling. Differences. Similarities. Questioning.	a. Language Arts		
	b. Favorite store at one shopping center.	b. Recalling. Making choices.	b. Social Studies		b
	c. Store you go to most often at one shopping center.	c. Recalling. Making choices. Inferring causes.	c. Language Arts		
	d. The number of fathers and mothers who work in shopping centers.	d. Recalling.	d. Social Studies Math		
	e. What shopping center the parents work in.	e. Recalling.	e. Social Studies		
III. Using the information gathered above, the students will develop graphs to communicate their findings.	a. Develop a graph for objective II a, b, c, d and e.	a. Observing. Differences. Similarities. Ordering.	a. Language Arts Social Studies Math		

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IV. Given the opportunity of taking a field trip to a shopping center, the students will determine what more they would like to know about it.	a. Discussion (identifying purpose for field trips) "What are some things you want to find out about the workers in the shopping center?"	a. Questioning. Anticipating. Making choices.	a. Social Studies		a
V. Given a field trip to a shopping center, the children will do activities a, b, c, d, f and g.	a. Observe workers (age, movements, clothing, materials, environment, equipment used in job, etc.)	a. Observing.	a. Social Studies Language Arts	a	
	b. Ask prepared questions of workers.		b. Language Arts Social Studies		
	c. Take photographs of workers.			c	
	d. Survey the type of clothing, (group according to similarities) worn by workers, (uniforms) male and female workers.	d. Differences. Similarities. Grouping.	d. Language Arts Social Studies		d
	e. Tape record an interview with a worker.		e. Language Arts	e	
	f. Tape record sounds of a shopping center. Identify and group according to similarities and differences.	f. Differences. Similarities.	f. Language Arts	f	
	g. Make crayon rubbings of shops and workers observed.				

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VI. Given a field trip to the shopping center, children will be able to select materials and display them in accordance with a, b, c, d, e, f, g, h, i and j.	a. Discussion - recalling "What did you notice about the workers at the shopping center?"	a. Recalling.	a. Language Arts	a	
	b. Murals, mobils, puppet shows, skits, tape recordings, pictures, cartoons, poetry or bulletin boards can be created to show what was noticed about a worker or workers at the shopping center.	b. Inferring feelings.	b. Language Arts	b	b
	c. Members of the class will develop a list of workers observed at shopping center.	c. Recalling.	c. Language Arts Social Studies		
	d. Group and label workers because they are alike in some way - types of jobs, hours worked, dress, salary.	d. Differences. Similarities. Grouping. Labeling.	d. Language Arts Social Studies		
	e. Compare similarities and differences of workers.	e. Inferring. Causes and Effects.	e. Social Studies Language Arts		
	f. Make a class book about shopping center workers.	f. Recalling. Skill. Classification.	f. Language Arts Social Studies	f	
	g. Write a book about a worker (or workers) that is of special interest to you.	g. Recalling. Classification. Skill. Inferring Feelings.	g. Language Arts Social Studies	g	g

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	h. Graph the kinds of workers seen, male and female workers, or clothing worn by workers.	h. Recalling. Differences. Similarities.	h. Math	h	
	i. Compare the predictions made before shopping center visit to after visit.	i. Differences. Similarities.	i. Language Arts Social Studies		
	j. Listen to taped interviews.		j. Language Arts	j	
	k. Listen to taped sounds of shopping center and make a movie, write poetry, or use drama with sounds as background or sound effects of movie.	k. Observing.	k. Language Arts Social Studies		k
	l. Display photographs taken with a written description on a bulletin board or a class mural.	l. Recalling.	l. Language Arts	l	
VII. Given a trip to a shopping center, each child will select and research the job of a shopping center worker in accordance with activities a, b, c, d, e, f, g, h, i, j and k.	a. Select individually a worker to be researched.	a. Making choices.	a. Language Arts Social Studies		a
	b. Write questions about the worker. What would you ask? Why would it be important to know?	b. Questioning.	b. Language Arts Social Studies		b
	c. Predict whether there are more men or women holding their selected jobs.	c. Anticipating.	c. Social Studies		

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	d. Survey and graph information on sex of persons holding selected job. (By phone, letter, or observation).	d. Differences. Similarities.	d. Math Language Arts Social Studies	d	
	e. Compare graphs and draw conclusions about sex of workers.	e. Differences. Similarities. Concluding.	e. Math		
	f. Write letters to selected workers.	f. Recalling. Making choices.	f. Language Arts Social Studies		f
	g. Interview by telephone the selected worker.	g. Recalling. Making choices. Questioning.	g. Language Arts		g
	h. Interview in person the resource people to ask questions about work done.	h. Making choices. Questioning.	h. Language Arts Social Studies		
	i. Invite resource people into a classroom to explain job (ex. bank teller, maintenance, clerk, etc.)	i. Making choices.	i. Social Studies Language Arts		
	j. Tape record an interview between the child and resource people.	j. Questioning.	j. Language Arts	j	
	k. Read books, newspapers, magazine articles, and take notes on specific worker.	k. Recalling.	k. Language Arts		
	l. View filmstrips dealing with specific workers.	l. Observing.	l. Language Arts	l	
	m. View movies dealing with specific workers.	m. Observing.	m. Social Studies	m	

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VIII. Given a list of workers, the student will select one and demonstrate his understanding by verbal and/or written explanation. (activities a, b, c, d, e, f, g, h, i, j, k, l, m, and n.)	a. Each child will list the main equipment needed for he/her selected worker and note whether these items will have to be paid for by the worker.	a. Observing. Recalling. Questioning. Making choices. Grouping.	a. Social Studies Language Arts		
	b. Share information gathered on worker, with small group or whole class.	b. Recalling.	b. Language Arts Social Studies		
	c. Retrieval chart compiled from activities a and b.	c. Recalling. Differences. Similarities. Causes. Effects. Conclusions.	c. Social Studies Language Arts		
	d. Portrayal of individual workers through drama, role playing, etc.	d. Recalling. Inferring feelings. Making choices. Recalling.	d. Language Arts Social Studies		d
	e. Portray themselves in the role of their worker through art media.	e. Inferring feelings. Making choices.	e. Language Arts	e	e
	f. Make puzzles of specific workers in his work setting and share with younger children.	f. Recalling.	f. Language Arts Social Studies	f	

	Training	Pay	Hrs	Male	Female
Clerk					
Bank Tlr					
Security Guard					

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	g. Using the worker selected, pupil will prepare a personal budget based on monthly income.	g. Recalling. Anticipating. Making choices. Concluding.	g. Math Social Studies		g
	h. Skit on how a worker spends his pay check.	h. Recalling. Making choices. Inferring feelings. Concluding.	h. Language Arts	h	h
	i. Draw floor plan of their place of employment.	i. Recalling. Differences. Similarities.	i. Math	i	
	j. Compute area and perimeter of floor plan.	j. Recalling. Differences. Similarities.	j. Math		
	k. Make a tape telling how your worker is interdependent with other workers.	k. Recalling. Differences. Similarities. Concluding.	k. Language Arts	k	
	l. Use a puppet to portray his worker.	l. Recalling. Inferring feelings. Making choices.	l. Language Arts	l	l
	m. Write and illustrate a book about your worker.	m. Recalling. Inferring feelings. Making choices. Concluding.	m. Language Arts Social Studies	m	m
	n. Cartoon, showing how your worker could negatively affect the work of others.	n. Recalling. Differences. Similarities. Concluding. Making choices.	n. Language Arts		n

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IX. Given access to materials, the children will construct a model of a shopping center.	a. Cut out their floor plans and meet in shopping center groups to form shopping center councils.	a. Recalling. Differences. Similarities. Grouping.	a. Social Studies Language Arts		
	b. Agree upon the arrangement of stores for the shopping center.	b. Recalling. Differences. Similarities. Grouping.	b. Social Studies		
	c. Convert floor plan into a scale model.	c. Differences. Ordering.	c. Math	c	
	d. Play Coca-Cola Ecology Game and locate the shopping center in the community.	d. Making choices. Concluding.	d. Language Arts	d	d
	e. Compare and list similarities and differences of models in or between rooms.	e. Differences. Similarities. Cause and Effect.	e. Language Arts		
	f. Make "stand-up" workers to represent all the careers found in one store.	f. Recalling.	f. Language Arts Social Studies	f	
	g. Shopping center council will consider any special provisions which might need to be made because of the area in which the shopping center is located (nearness to blind and deaf schools, old age homes).	g. Recalling. Differences. Similarities. Anticipating. Making choices. Concluding.	g. Language Arts Social Studies Math		g
	h. Send out announcements and have a grand opening of the shopping center.	h. Recalling. Making choices.	h. Language Arts Social Studies Math	h	h

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	i. Make an example of a product you might find in the stores.	i. Recalling. Making choices.	i. Social Studies Math	i	i
	j. List what each worker in the business would do to prepare for the opening.	j. Recalling. Anticipating. Grouping. Labeling.	j. Language Arts Social Studies		
	k. Mobile of workers necessary to your business (on the scene and behind the scene).	k. Recalling. Differences. Similarities. Making choices.	k. Social Studies	k	k
	l. Make a collage of workers in the shopping center.	l. Recalling. Differences. Similarities.	l. Social Studies	l	l
	m. Crossword puzzles using occupations in the shopping center.	m. Recalling. Differences. Making choices.	m. Language Arts Social Studies	m	m
	n. Survey of community to find number of people who work in a business represented by your shopping center.	n. Recalling. Making choices. Similarities. Differences. Grouping. Labeling.	n. Social Studies Language Arts Math	n	n
	o. Graph results of survey according to the business or service.	o. Differences. Similarities.	o. Math Social Studies		
	p. Classify jobs according to business in the shopping center.	p. Recalling. Differences. Similarities. Grouping.	p. Language Arts Social Studies		

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	q. List the new services that will need workers which might result from businesses in the shopping center.	q. Recalling. Inferring causes. Anticipating. Making choices.	q. Social Studies Language Arts		q
X. Given specific problems, children will work cooperatively as a shopping center council to reach solutions to the problems.	a. Group, label, classify, order by degrees of frequency or importance the possible problems a shopping center may encounter.	a. Anticipating. Differences. Similarities. Grouping. Classifying. Ordering.	a. Social Studies		a
	b. Discuss anticipated problems at a council meeting and write letters to businesses offering council's suggestions.	b. Differences. Similarities. Inferring causes. Inferring effects. Conclusions.	b. Language Arts Social Studies		b
	c. Role play a problem encountered in shopping center council.	c. Making choices.	c. Language Arts	c	c
	d. Invite a security person to visit council and discuss his experiences with shoplifting.	d. Making choices.	d. Social Studies		d
	e. Investigate penalties for shoplifting and the security measures already taken.	e. Inferring causes. Inferring effects.	e. Social Studies		
	f. Draw a poster wraning shoplifters of the penalties.	f. Recalling.	f. Language Arts	f	
	g. Making a T.V. commerical warning shoplifters.	g. Recalling.	g. Language Arts	g	

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XI. Given businesses within a shopping center, each selected business will develop an advertising campaign related to activities a, b, c, d, e, f and g.	a. Each business will research and compare the cost of advertising on T.V., radio, and newspaper.	a. Differences. Similarities.	a. Language Arts Social Studies		
	b. Each business will make a monthly budget for advertising costs.	b. Making choices. Anticipating.	b. Math Social Studies		b
	c. Given size and cost information, each business will construct an ad to be placed in the shopping center flyer.	c. Recalling. Making choices.	c. Math Language Arts		c
	d. Council will put together ads and make a flyer.	d. Making choices.	d. Language Arts	d	d
	e. Investigate cost of delivery of the flyers to neighborhood.	e. Making choices.	e. Math		e
	f. Study business ads on T.V. and newspaper and list the persuasive language used in ads.	f. Recalling. Differences. Similarities.	f. Language Arts Social Studies		
	g. Design a billboard as an ad for a shopping center.	g. Recalling. Making choices.	g. Language Arts	g	g
XII. Given the problem of lack of business profits in shopping centers, the council will list various solutions.	a. Interview housewives, asking for their suggestions for improving the services of the shopping center.	a. Questioning.	a. Language Arts		

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	b. Group women's suggestions into cost item - non cost.	b. Differences. Similarities. Grouping.	b. Language Arts Social Studies		
	c. Interview men asking for their suggestions for improving the shopping center.	c. Questioning.	c. Language Arts		
	d. Group men's suggestions into cost item - non cost.	d. Differences. Similarities. Grouping.	d. Language Arts Social Studies		
	e. Make a graph to compare improvement suggestions from men and women.	e. Differences. Similarities. Conclusions.	e. Language Arts	e	
	f. Design a "window" for your business that would attract customers.	f. Making choices. Inferring feelings. Inferring causes. Inferring effects.	f. Language Arts	f	f
	g. Design a new product for your business to make life easier or better, or list several ways to improve the service you give in your occupation.	g. Making choices. Inferring effects. Anticipating.	g. Language Arts Social Studies	g	g
	h. Predict what would happen if a large business left the shopping center.	h. Anticipating. Inferring effects.	h. Social Studies		
	i. Write a letter of complaint from the public dealing with a service.	i. Making choices. Inferring effects.	i. Language Arts Social Studies		i
	j. Respond to a letter of complaint concerning your business.	j. Making choices. Inferring causes.	j. Language Arts Social Studies		

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	REFERENCE TO SUBJECT RELATED ACADEMIC OUTCOMES	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
	k. Discuss the effectiveness of a shopping center council on a video-tape council session.	k. Inferring effects. Anticipating. Concluding.	k. Language Arts Social Studies	k	k

FILMS - FILMSTRIPS

Eyegate House, Inc.
Jamaica, New York 11435

Neighborhood Workers
96D The Tailor
96G The Banker
96H The Watch Maker Jeweler
96E Our Neighborhood Laundry

Occupational Education
117B Stocker in a Super Market
117C The Waitress
117F The Variety Store

Are You Looking Ahead
213T Would you Like to be a Cashier

W400 My Mother Has a Job
W400B The Retail Clerk

Churchill Films/Imperial Film

677 COT The Retail Store

AIDS

640.73 DEP Department Store Shopping

TAPES

Imperial Productions, n.d.

658.87 Int. Interview...Retail Saleswoman

STUDY PRINT

331.7 CIT City Workers (Franklin Watts, Inc.)

BOOKS

Colonius, L., At the Bakery Chicago: 1953

Graham, Jr., Ada & Frank, The Great American Shopping Center
New York: Simon & Schuster, 1969

Children's Press, 1958 I Want to be a Storekeeper

Rees, Elinor, At the Bank, Chic. Children's Press

Sootin, Laura Let's Go to a Bank, New York Putnan's

TAPES AND TRANSPARENCIES

Trall Associates
320 Rt. 17
Mahwah, New Jersey 07430

Color Transparency - "The Store Keeper" @ $2.50

Cassette Tape - "Getting to know the Bakery" @ $4.90
"Getting to know the Bank" @ $4.90